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ABSTRACT

As part of a longitudinal study of student progress through the Hawaii Community College System, a survey was conducted of the 2,425 fall 1975 entering students who had discontinued their registration after one semester. The 2,425 students surveyed represented 27 percent of the 1975 entering class of 8,979. After the initial mailing and a telephone followup, 877 survey instruments were returned, a 36 percent response rate. Since an analysis showed that the respondents were representative of the total noncontinuing population only in terms of program major, this report breaks all analyses of data down according to field of specialization. The reason most often cited for noncontinuance was "desired class unavailable." More than half the respondents gave employment as their current activity, and 22 percent were attending another school. Half the respondents had plans to continue their education in fall 1976. Of these, 65 percent planned to attend a Hawaii community college, and 21 percent the University of Hawaii at Manoa. The goal considered important by the highest proportion of students was to get a broad general education. The overall ratings of the community colleges ranged from B- to C+. Data are organized into tables and graphs, and the survey instrument is appended. (NHM)

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ED121382

FALL 1975 ENTERING STUDENTS NOT CONTINUING IN THE SAME COMMUNITY COLLEGE IN SPRING 1976

Report No. 9

Student Flow Project

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JC 760 224

April 1976

Office of the Chancellor for Community Colleges
Educational Services Division
University of Hawaii

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TABLE OF CONTENTS

		Page
A.	Introduction	1
	1. Purposes of the Survey	1
	2. Administration of the Questionnaire	1
	3. Plan for Analysis	2
B.	The Returns	2
	1. Percentage of Returns	2
	2. Data on Representativeness	4
C.	Organization of This Report	5
D.	Findings: Community College Total	5
	1. Reasons for Not Continuing in Spring 1976	5
	2. Current Activities	8
	3. Fall 1976 Educational Plans	15
	4. Important Student Goals and Degree of Fulfillment	17
	5. Evaluations of the Community College Experience	21
E.	Findings: Campus Data	24
	1. Hawaii Community College	24
	2. Honolulu Community College	25
	3. Kapiolani Community College	27
	4. Kauai Community College	28
	5. Leeward Community College	29
	6. Maui Community College	31
	7. Windward Community College	32
F.	Summary and Conclusion	33

Appendix

A.	The Questionnaire	38
B.	Details: Hawaii Community College	41
C.	Details: Honolulu Community College	47
D.	Details: Kapiolani Community College	53
E.	Details: Kauai Community College	59
F.	Details: Leeward Community College	65
G.	Details: Maui Community College	71
H.	Details: Windward Community College	77
I.	Selected Studies in Other States	83

LIST OF TABLES

Table		Page
1.	Returns, by Campus	5
2.	Representativeness of Respondents, by Campus and Characteristics	6
3.	Reasons for Not Continuing in the Same Community College, by Program	8
4.	Reasons for Not Continuing in the Same Community College, by Current Activity	9
5.	Current Activities, by Program	11
6.	Occupations of Students, by Program	12
7.	Relationship of Work and Community College Studies, by Occupation	13
8.	Relationship of Work and Community College Studies, by Program	13
9.	Schools Selected by Students, by Program	14
10.	Transferability of Community College Credits, by Program	15
11.	Fall 1976 Educational Plans, by Program	15
12.	Important Student Goals and Average Degree of Fulfillment, by Program	19
13.	Evaluations of Community College Experiences, by Program	21

LIST OF FIGURES

Figure | Page

1. Top Three Reasons for Not Continuing in Spring 1976, by Program 9
2. Present Activities of Non-Continuing Students, by Program 10
3. Fall 1976 Educational Plans of Non-Continuing Students, by Program 11
4. Top Three Goals Selected by Non-Continuing Students, by Program 12
5. Average Graduation Ratings, by Program 15

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1. [illegible]

[illegible]

a. [illegible]

b. [illegible]

c. [illegible]

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2. [illegible]

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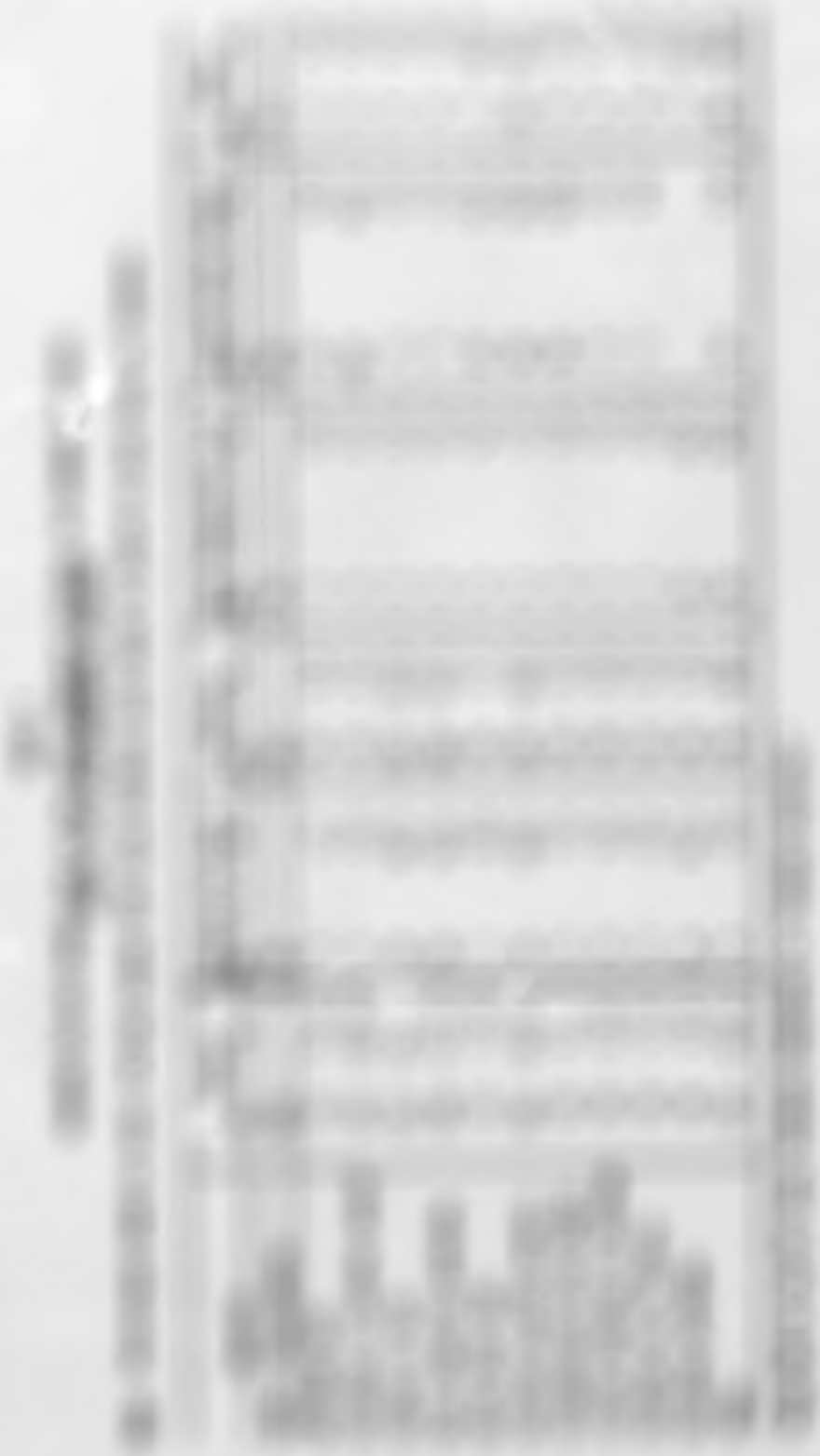

—the top reasons checked by:

—students looking for work were financial problems (35 percent) and work preference (27 percent).

—students who are working were work preference (27 percent) and class unavailability (26 percent).

—students attending another school were "changed goals; changed school" (61 percent) and class unavailability (26 percent).

It is obvious that students have different reasons for not continuing their education in Spring 1976. Figure 1 presents the top three reasons for each program.

2. Current Activities*

Of the 859 respondents to this question, more than half (54 percent) were working and about a fifth (22 percent) were attending another school. The remaining were looking for work (9 percent), had home responsibilities (8 percent) and engaged in other activities (7 percent).** See Figure 2 for an illustration of current activities, by program.

Among the highlights from Table 5 are:

—The range in the proportions of non-continuing students who are working was from public services (83 percent) to liberal arts (46 percent).

—The highest proportion of students attending another school was found among liberal arts majors (32 percent).

—The highest proportion of students looking for work was found among technology majors (18 percent).

—There was a statistically significant difference in the current activities of non-continuing students, by program.

---

*107 students checked two activities as follows:
—88 working and some other activity (6, looking for work; 32, home responsibilities; 13, military; 36, another school; 1, other)
—12 attending school and some other activity (4, looking for work; 4, home responsibilities; 2, military; 2, other)
— 7 other combinations

**Among "other" activities are included those who are "stopping out" this semester and those who are retired.

FIGURE 1

TOP THREE REASONS FOR NOT CONTINUING IN SPRING 1976, BY PROGRAM

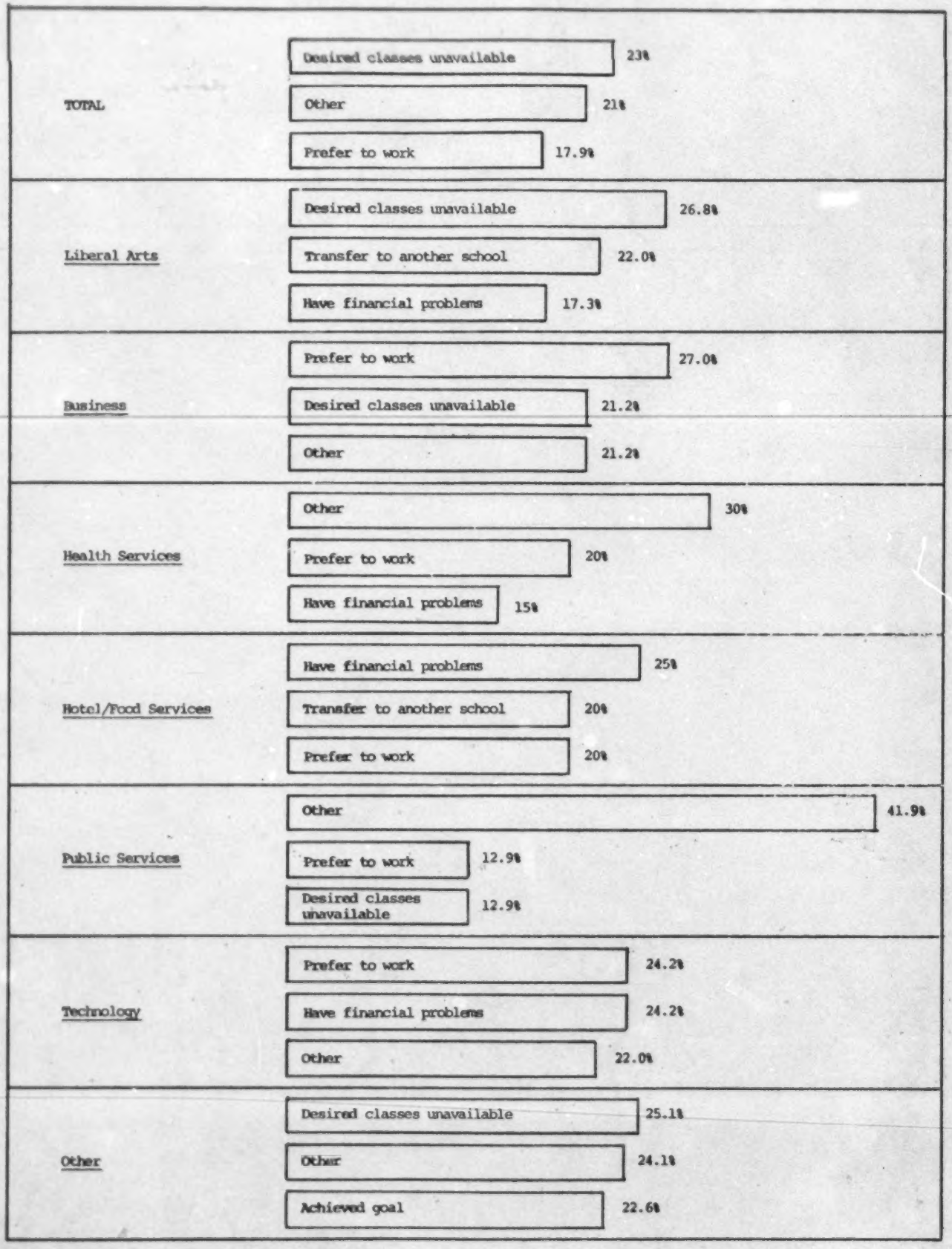

FIGURE 2

PRESENT ACTIVITIES OF NON-CONTINUING STUDENTS, BY PROGRAM

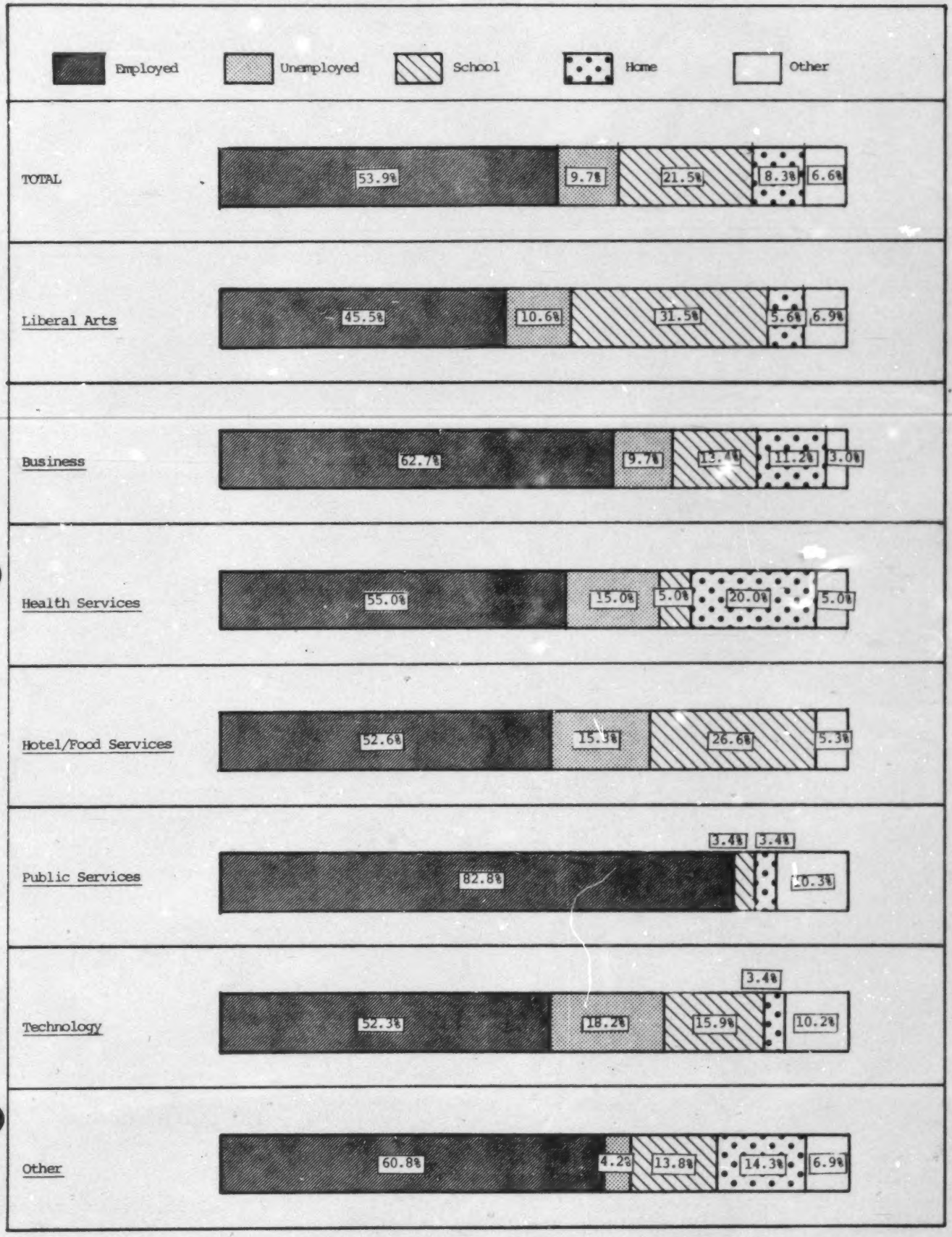

TABLE 5

CURRENT ACTIVITIES, BY PROGRAM
SPRING 1976 NON-CONTINUING STUDENTS

LOUNI ROW PCT	LOOKING FOR WORK 1	WORKING 2	HOME RES PUBLICITY 3	ATTD OTH SCHOOL 4	OTHER 5	ROW TOTAL
MAJORP						
1 LIBERAL ARTS	40 10.6	172 45.5	21 5.6	119 31.5	26 6.9	378 44.0
2 BUSINESS	13 9.7	84 62.7	15 11.2	18 13.4	4 3.0	134 15.6
3 HEALTH SERVICES	3 10.0	11 36.7	6 20.0	1 3.3	1 3.3	20 2.3
4 HOTEL & FOOD SVS	3 13.6	13 59.1	0 0.0	5 22.7	1 4.5	22 2.6
5 PUBLIC SERVICES	0 0.0	25 75.8	1 3.0	1 3.0	6 18.2	33 3.8
6 TECHNOLOGY	10 12.2	45 54.9	2 2.4	14 17.1	11 13.4	82 9.5
7 EDUCATION	0 0.0	1 50.0	0 0.0	1 50.0	0 0.0	2 0.2
8 OTHER	8 4.2	115 60.8	27 14.3	26 13.8	13 6.9	189 21.9
COLUMN TOTAL	83 9.7	466 53.9	73 8.5	185 21.4	57 6.6	865 100.0

RAW CHI SQUARE = 92.82672 WITH 28 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000

a. Details: Employed

Of the respondents who were employed, 63 percent were working full-time. Details on two questions are presented below: (1) the occupational groups for employed students (Table 6) and (2) the relationship of work to community college studies (Tables 7 and 8).

—Occupations*

—The highest proportions of employed students were in clerical/sales occupations (37 percent) and public service (33 percent).

—There was a statistically significant difference in the occupational groups of employed students, by program.

TABLE 6

OCCUPATIONS OF STUDENTS, BY PROGRAM
SPRING 1976 NON-CONTINUING STUDENTS: EMPLOYED

CURRENT MAJOR	CLERICAL/SALES	PUBLIC SERVICE	MISC.	ROW TOTAL
BUSINESS	31 (35.2%)	56 (63.6%)	1 (1.1%)	88 (100.0%)
CLERICAL SKILLS	9 (19.1%)	26 (55.3%)	12 (25.5%)	47 (100.0%)
HEALTH SERVICES	8 (9.3%)	50 (58.1%)	28 (32.6%)	86 (100.0%)
HOTEL & FOOD SVS	0 (0.0%)	10 (90.9%)	1 (9.1%)	11 (100.0%)
PUBLIC SERVICES	0 (0.0%)	20 (90.9%)	2 (9.1%)	22 (100.0%)
TECHNOLOGY	8 (22.9%)	4 (11.4%)	23 (65.7%)	35 (100.0%)
UNDECLARED	7 (7.0%)	30 (30.0%)	13 (13.0%)	50 (100.0%)
OTHER	0 (0.0%)	2 (66.7%)	1 (33.3%)	3 (100.0%)
COLUMN TOTAL	64 (17.4%)	198 (53.9%)	105 (28.6%)	367 (100.0%)

RAW CHI SQUARE = 109.53404 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000

*Based on U.S. Department of Labor's Dictionary of Occupational Titles. The "miscellaneous" category includes farming, fishery and forestry; processing; machine trades; bench work; structural work; and other.

--Work/Studies Relationship

--Close to half (47 percent) of the employed students indicated that their work was not related to their first semester's studies in the community college, while one-fourth (27 percent) felt that there was a close relationship.*

--Only students employed in professional, technical, managerial occupations expressed the existence of a relationship between work and studies that was higher than for no relationship.

--Over half of employed students with majors in liberal arts and in technology indicated that there was no relationship between their work and community college studies.

--There was a statistically significant difference in work/studies relationship, by comparisons grouping set by program.

[illegible]

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*It is interesting to note that 39 percent of full-time employed students and 4 percent of part-time employed students felt that their work was not related to their community college studies.

b. [redacted] attending [redacted] Junior College

c. [redacted] attending [redacted] Junior College

Three-fourths of the respondents who at attending [redacted] Junior College were full-time students. Details on how well the [redacted] School District prepared respondents [redacted] of community college courses [redacted] for:

—At least a third were attending evening community college classes (34 percent) and another third were [redacted] the University of Hawaii at Manoa (33 percent).[1]

—[redacted] were nations comprised by nearly [redacted] of all students attending junior college, followed [redacted] nonresident students (23 percent).

—The great majority of students [redacted] planned upon [redacted] to transfer "all or most" of their community college credits.

[redacted]

[redacted]

[redacted]

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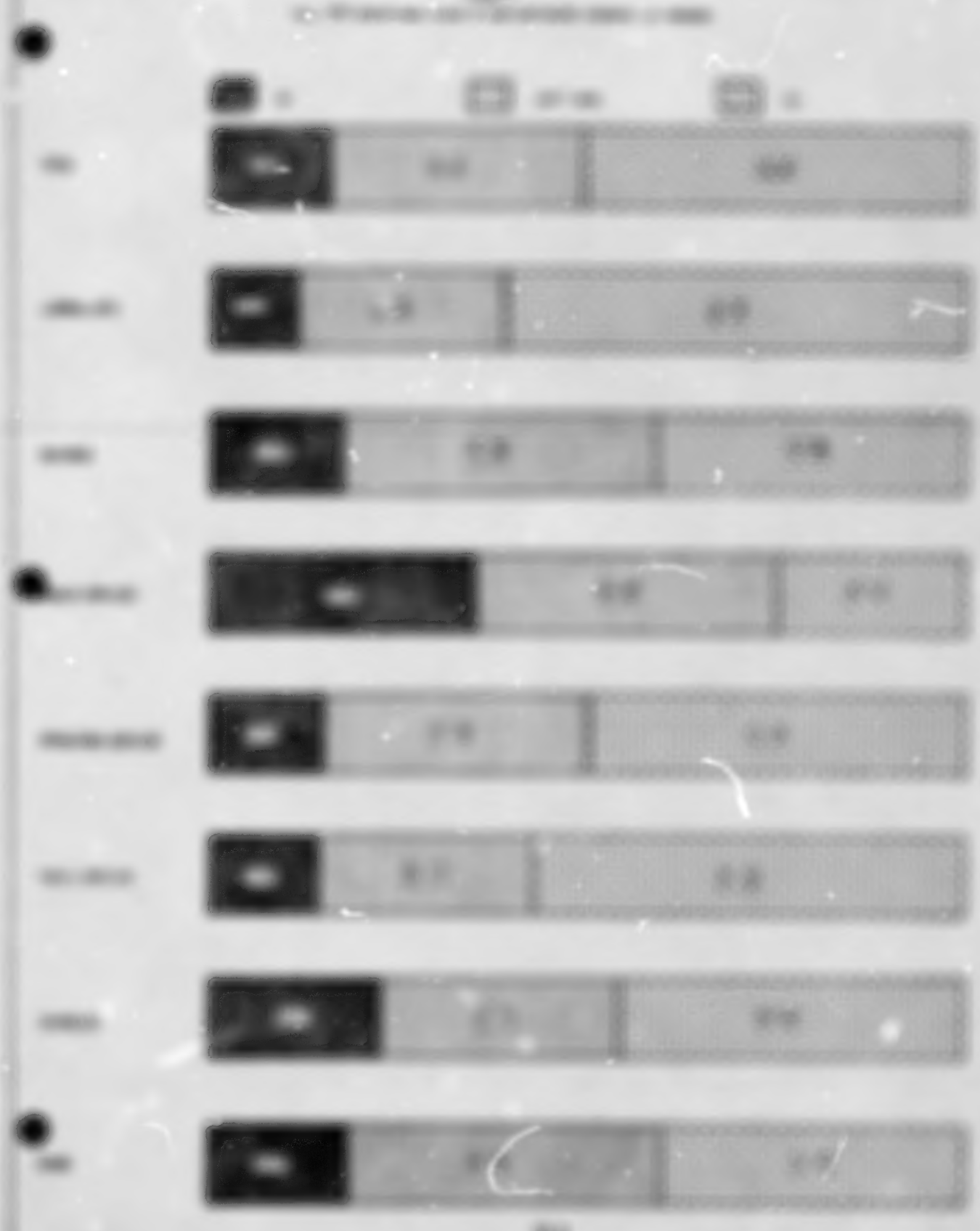

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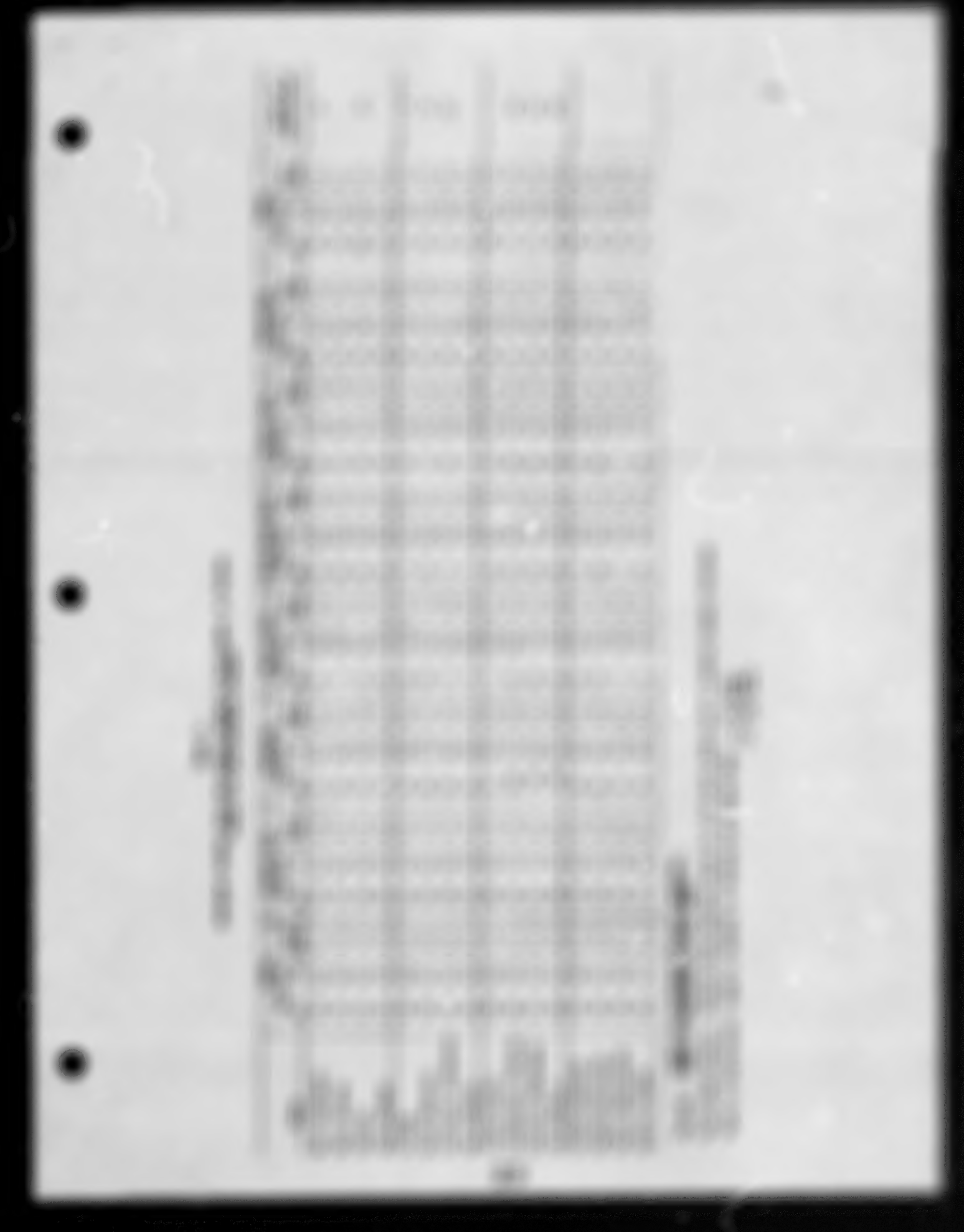
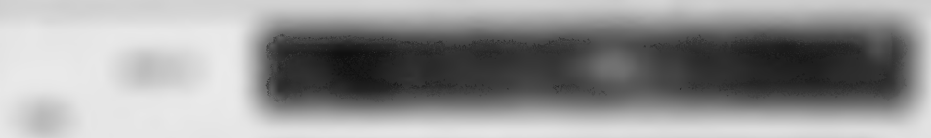




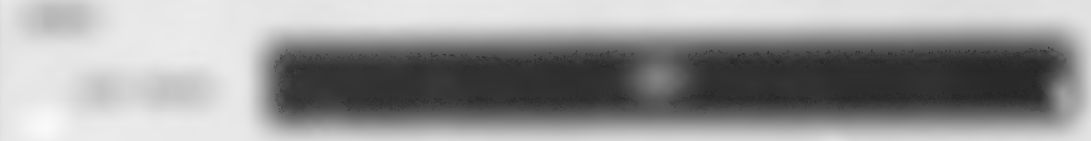


TABLE 13

EVALUATIONS OF COMMUNITY COLLEGE EXPERIENCES, BY PERSONS
SPRING 1976 NON-CONTINUING STUDENTS

Item	Total			Clovis Area			Madison			North Area			Wide Wood Area			Public Area			Technical			Other			Level of Significance[c]
	Resp. No.	% [a]	Ave. Rtg. [b]	Resp. No.	%	Ave. Rtg.	Resp. No.	%	Ave. Rtg.	Resp. No.	%	Ave. Rtg.	Resp. No.	%	Ave. Rtg.	Resp. No.	%	Ave. Rtg.	Resp. No.	%	Ave. Rtg.	Resp. No.	%	Ave. Rtg.	
Instructors' Background	402	91.4	2.0	305	93.2	2.1	128	93.4	2.2	19	95.0	2.1	20	100.0	2.3	26	83.9	2.0	81	89.0	2.0	171	87.7	1.9	
Instructors' Helpfulness	396	90.0	2.0	305	93.2	2.1	127	92.7	2.6	19	95.0	2.2	20	100.0	1.9	26	83.9	1.8	81	89.0	2.1	166	85.1	1.7	***
Instructional Methods	388	88.9	2.4	303	92.7	2.4	127	92.7	2.6	19	95.0	2.3	20	100.0	2.4	25	80.6	2.2	77	84.6	2.4	165	84.6	2.2	
HS/Vocational Counseling	710	81.0	2.6	329	86.4	2.7	117	85.4	2.8	19	95.0	2.6	19	95.0	2.5	24	76.4	2.3	78	85.7	2.6	122	62.6	2.5	
Counselors' Helpfulness	675	77.0	2.6	317	83.2	2.7	113	82.5	2.7	17	85.0	2.6	17	85.0	2.4	20	64.5	2.5	78	85.7	2.4	111	56.9	2.6	
Orientation Information	712	81.2	2.6	336	88.2	2.7	119	86.9	2.6	19	95.0	2.1	18	90.0	2.4	21	67.7	2.5	75	82.4	2.6	122	62.6	2.8	*
Course Availability	747	85.2	3.5	345	90.6	3.6	122	89.1	3.5	17	85.0	2.3	18	90.0	2.8	21	67.7	2.8	78	85.7	3.6	144	73.8	3.3	***
Grading System	760	86.7	2.2	345	90.6	2.2	125	91.2	2.1	19	95.0	2.2	20	100.0	2.2	23	74.2	2.0	77	84.6	2.1	149	76.4	2.2	
Facilities/Equipment	767	87.5	2.5	343	90.0	2.5	126	92.0	2.6	19	95.0	2.7	18	90.0	2.3	26	83.9	2.7	78	85.7	2.4	155	79.5	2.6	
Extra-Curricular Activ.	622	70.9	2.9	302	79.3	3.0	103	75.2	2.9	17	85.0	2.5	16	80.0	2.8	17	54.8	2.8	70	76.9	3.0	95	48.7	2.7	
Over-all Evaluation	759	86.5	2.4	340	89.2	2.5	124	90.5	2.6	19	95.0	2.4	18	90.0	2.4	25	80.6	2.1	77	84.6	2.4	156	79.0	2.3	*

[a] Percent = $\frac{\text{number who evaluated the item}}{\text{number of respondents on that campus}}$

[b] "Average Rating": students rated each item on a five-point scale with "1" representing the most favorable rating.

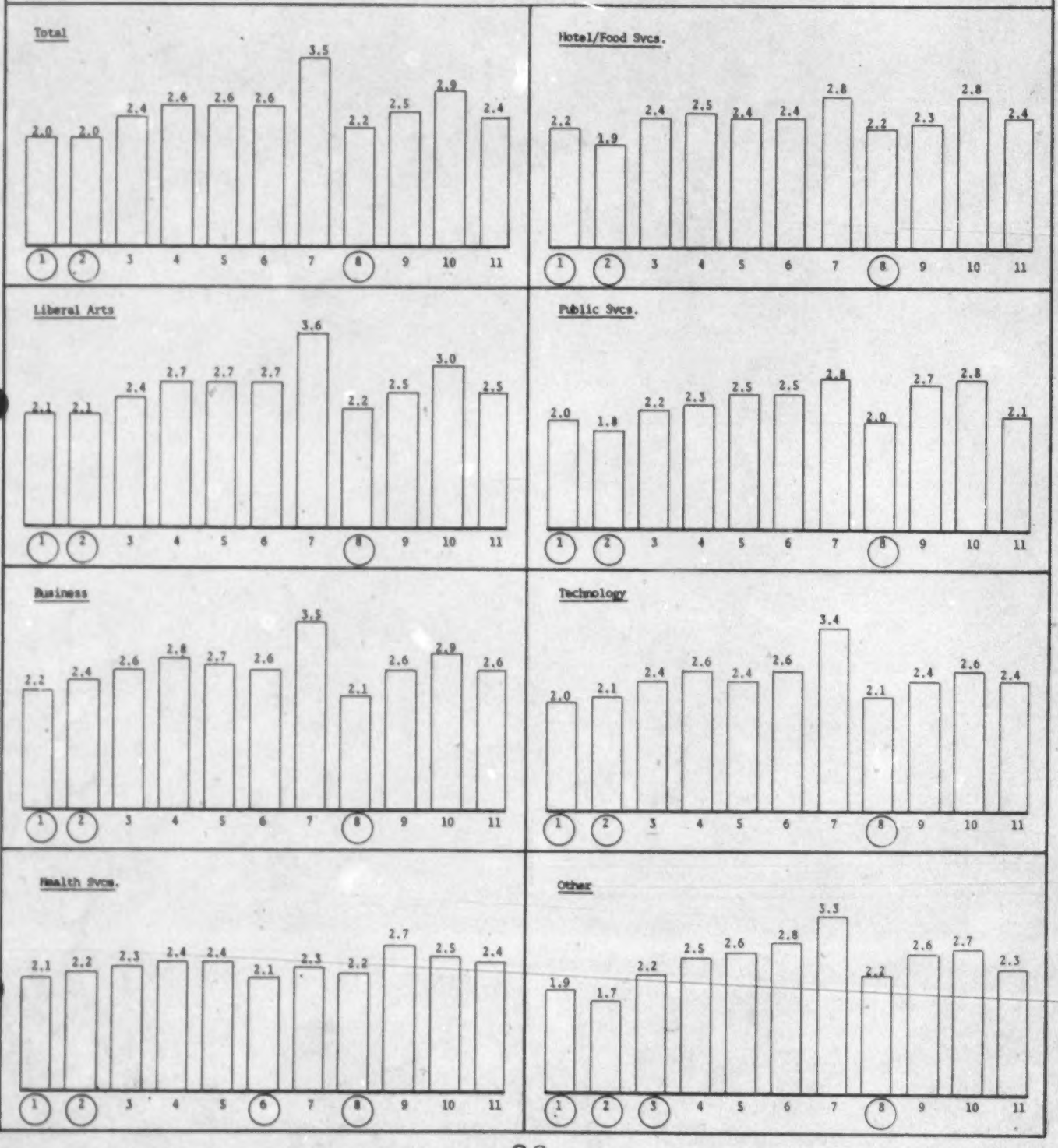
[c] Level of Significance: based on analysis of variance and denoted thus: * .05 level
** .01 level
*** .001 level

FIGURE 5

AVERAGE EVALUATION RATINGS, BY PROGRAM
SPRING 1976 NON-CONTINUING STUDENTS

Note: Students rated each item on a five-point scale, with "1" representing the most favorable rating. The three items receiving the best evaluation are circled for each program.

Code:
1. Instructors' background
2. Instructors' helpfulness
3. Instructional methods
4. Ed/Vocational counseling
5. Counselors' helpfulness
6. Orientation information
7. Course availability
8. Grading system
9. Facilities/equipment
10. Extra-curricular activities
11. Over-all evaluation



E. Findings: Campus Data

Brief summaries of the major findings for each campus are given below. Tables for each are identical to those in Section B for the community college total and are found in the appropriate appendix. Please note, however, that campus totals and sub-totals are often small in number. Since we wanted to retain the same format for all tables, some of the cells have numbers below 5. When these are numerous, chi-square analysis is not meaningful so it will be deleted. We assume that campuses will be interested in the responses of students even though their totals may be small. We urge campus personnel to study the tables summarizing the responses of their students.

1. Hawaii Community College (54 respondents; 31 percent return)

   a. Reasons for Not Continuing in Spring 1976: The most commonly selected reasons were: prefer to work (13 students), other reasons (12), have financial problems (9). (Table B-1) Students who had financial problems were generally working (8 out of 9) as were those who preferred working (9 out of 13) to continuing their education in Spring 1976. (Table B-2)

   b. Current Activities: Of the 53 students who responded to this item, many were working (45 percent) or attending another school (26 percent). (Table B-3)

   c. Employed Students (24): Ten were working full time, and 11 were in public service occupations. (Table B-4) Close to half said their work was not related to their community college studies; about a third found a close relationship. (Tables B-5 and B-6)

d. Students Attending Another School (14): Three-fourths were full-time students. Many were at Hilo College (6) or attending another community college (5). (Table B-7) Only five students answered the question on transferability of community college credits. (Table B-8)

e. Fall 1976 Educational Plans: 21 planned to attend school, 23 did not know, and 7 planned not to attend. Of the students with plans, 7 intend to return to Hawaii Community College. (Table B-9)

f. Important Goals and Degree of Fulfillment: The goals considered important by the highest proportions of respondents were: broad education (63 percent), self confidence (61 percent), and occupational training (61 percent). The goals considered important by the smallest proportions were: develop new interests (22 percent) and meet family expectations (28 percent). When the importance of goals is analyzed, by program, there are differences. For example, 75 percent of business majors rated "meeting people and making friends" as important while other majors rated this less important.

In addition to indicating which goals were important, students also indicated, for the important goals, the degree to which expectations were fulfilled on a five-point scale, with "1" meaning largely fulfilled. The goals best fulfilled were: meeting people and making friends (2.5), learning for the pleasure of learning (2.7), and being in contact with good teachers (2.7). Least-fulfilled goals were not unexpected: get a degree or certificate (4.0), job promotion (3.7), occupational training (3.6), graduate from a quality program (3.6). It is interesting to note that 48 percent of the respondents considered getting a degree or certificate an important goal. (Table B-10)

g. Evaluation of Community College Experience: Respondents did not rate all items--the range in response was 74 to 91 percent. The best average ratings were given to: instructors' helpfulness (2.1), instructors' background (2.3) and grading system (2.4). The poorest average ratings were for: course availability (3.2), extra-curricular activities (2.9) and counselors' helpfulness (2.9). The rating for over-all evaluation was 2.6 (C+). (Table B-11) There are program variations in these evaluations.

2. Honolulu Community College (181 respondents; 37 percent return)

a. Reasons for Not Continuing in Spring 1976: The greatest proportions of students indicated the following reasons: other reasons (23 percent)*, desired classes unavailable (19 percent), work preference (17 percent), and transfer to another school (16 percent). Slightly more than 1/4 of: (1) liberal arts majors transferred to another school and (2) technology majors preferred to work. (Table C-1) Of the 27 students who cited financial problems, 19 were working. (See Table C-2 for reasons, by current activity.)

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*"Other" reasons include: 7 each, study break and military; 5 each, health and conflict with work; 4, registration problems.

b. Current Activities: About 1/5 of the respondents were working; 1/5 were attending another school. The range: about 80 percent of public service majors to 40 percent of liberal arts majors were working. The latter group (36 percent) had the highest proportion of majors attending another school. There was a statistically significant difference in current activities, by program. (Table C-3)

c. Employed Students (102): 70 percent were working full time. Of the 89 who responded to the question on their occupation, 37 percent were in public service work; 27 percent in clerical/sales occupations; 18 percent in professional/technical/managerial occupations; and 18 percent in miscellaneous occupations. There was a statistically significant difference in occupations, by program. (Table C-4) Of the students who indicated the relationship between their work and community college studies, 51 percent said "not related," 28 percent, "closely related." (Table C-5) Public service majors (53 percent) indicated there was a close relationship between their work and studies. (Table C-6)

d. Students Attending Another School (36): 68 percent were full-time students. One-half of these students were attending another community college, and about a third were at the University of Hawaii at Manoa. One-half of the students were liberal arts majors (Table C-7). Very few students responded to the question on transferability of community college credits. (Table C-8)

e. Fall 1976 Plans: Slightly over a half of the non-continuing students expected to attend school in Fall 1976; 30 percent were uncertain; 16 percent had no educational plans. (Table C-9) Of the 91 students with educational plans, 35 indicated they would return to Honolulu Community College and 51 were working in Spring 1976.

f. Important Goals and Degree of Fulfillment: Among the goals considered important by the highest proportions of students were: broad education (66 percent), occupational training (62 percent), learning for its own pleasure (59 percent). Over a half (53 percent) considered degree attainment as an important goal. Smallest proportions of students indicated the following goals as important: meet family expectations (26 percent) and develop new interests (29 percent). In view of program differences, campus personnel should study Table C-10 to see what their majors consider important. For example, the top goals, by program, are: liberal arts, 73 percent, broad education; public service majors, 69 percent, broad education; technology majors, 80 percent, occupational training.

Data on the degree to which expectations were fulfilled indicate that the best fulfilled goals were: being in an adult setting (2.1), contact with good teachers (2.3), learning for its own pleasure (2.5). There are program differences in the extent to which expectations were fulfilled. (Table C-10)

c. Evaluation of Community College Experience: All items were rated by at least 3/4 of the respondents. The most favorable ratings were given to: instructors' helpfulness (1.9), instructors' background (2.0), grading system (2.1). The least favorable ratings were for: course availability (3.2), extra-curricular activities (3.6), orientation information (2.7). The rating for over-all evaluation was 2.4 (B+). There are differences in ratings, by program, on these 11 items. For example, the over-all rating ranged from 2.0 (the most favorable) by public service majors to 2.5 by technology majors. (Table V-12)

3. Registered Community College (23% respondents; 45 percent return)

a. Reasons for Not Continuing in Spring 1975: The chief reasons were: prefer to work (37 percent), other reasons (23 percent)*, desired classes unavailable (18 percent), and transfer to another school (17 percent). Students in the various programs varied somewhat in their reasons for not continuing enrollment in the same community college. (Table V-1) The reasons cited most often by employed students include: prefer to work, other reasons, financial problems and desired classes unavailable. (Table V-2)

b. Current Activities: 58 percent were working; 19 percent were attending another school; others were looking for work (7 percent), having home responsibilities (8 percent) or engaged in other activities (5 percent). Two-thirds of business majors and hotel/food services majors who were non-continuing students were working, while liberal arts majors attended another school (20 percent). (Table V-3)

c. Employed Students (130): 63 percent were working full-time. One-half were in clerical/sales work; 29 percent in public service occupations; 13 percent in professional/technical/managerial work; 4 percent in miscellaneous occupations. More than half of the business majors (64 percent) and liberal arts majors (52 percent) were in clerical/sales work. (Table V-4) On the relationship between work and community college studies, students indicated the following: 43 percent, not related; 31 percent, closely related; 27 percent, somewhat related. (Table V-5) Liberal arts majors (71 percent) generally felt that there was no relationship between work and studies (Table V-6).

d. Students Attending Another School (60): 69 percent were full-time students. 42 percent were attending another community college and 41 percent were at the University of Hawaii at Manoa. (Table V-7) Only 33 students answered the question on transferability of community college credits; 16 (73 percent) said they were able to transfer all or most of their credits. (Table V-8)

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*"Other" reasons include: 12, parenthood/marriage; 7 work, health and registration problems; 4, military; 3, changed goals; 4, other problems; 3, study break.

[redacted]

[illegible]

[illegible]

[redacted]

[redacted]

Extra-curricular opportunities, such as lecture series, interest groups, to mention some examples, can enrich campus ambiance. Perhaps students need to indicate what kinds of opportunities they would like and whether they would participate in such activities.

6. Best Ratings for Instruction

Over-all average ratings ranged from 2.3 (B-) to 2.6 (C+) among the seven community colleges. On most campuses: (a) the most favorable ratings went to instructors' background and instructors' helpfulness, except at Maui (instructors' helpfulness and grading system); (b) the least favorable ratings were for course availability and extra-curricular activities. The poor ratings on course availability ranged from 3.1 to 3.8, with the average for the community colleges as a whole being 3.5. The need to explore these areas has already been discussed in items 1 and 5 of this section.

7. Sincerity of Respondents

We were much impressed with the thoughtfulness and sincerity of the respondents in offering suggestions for improving their community college; many took the time to detail their criticisms and suggestions. A brief summary of these will be prepared for each campus. We hope that the colleges will study the summary as well as the individual survey forms (which were sent back to the campuses) to identify problems and develop means of making improvements.

8. Higher Response Rate Desired

We would like to see more students participate in the various surveys being administered as part of the Student Flow Project. Students, while on campus, should be informed of these efforts so that they may be motivated to respond when they receive questionnaires. We hope that students will see the questionnaire as an effective means of participating in the attempts of their college to improve campus practices and to offer the best education possible.

We recognize the crucial role that individual campuses have in follow-up work and hope that campus personnel appreciate the importance of respondents that are adequate in number and representative of the population being surveyed. When the number of respondents and the response rate are low and if representativeness is questionable, it is extremely difficult, if not unwise, to analyze the results for such campuses. The success of the Student Flow Project has many implications for campus planning and evaluation, but will depend on the participation of students and the sharing of responsibility by both campus and state personnel in the community colleges.

APPENDIX

APPENDIX A
CC-IR 1976

SURVEY OF NON-CONTINUING STUDENTS
SPRING 1976

I. Why did you not register this semester? (check no more than 2 of the following)

____01. achieved my goal; completed schooling I needed
____02. changed my educational/vocational goals so changed my school
____03. preferred to go to work
____04. have financial problems; must go to work
____05. moved from the area
____06. found desired classes unavailable
____07. disappointed with campus I attended
____08. had little or no interest in my studies
____09. found studies too difficult
____10. have personal problems
____11. other; please specify: _____

II. What are you doing now? (check the one which best describes present activity)

____ 1. looking for work
____ 2. working a. give title or position _____
b. check one: ____1. full time; ____2. part time
c. Is your work related to your community college studies?
check one: ____1. closely related
____2. somewhat related
____3. not related
____ 3. having home responsibilities
____ 4. serving in the military
____ 5. attending another school

a. specify school: _____
b. check one: ____1. full time ____2. part time
c. major field of study: _____
d. If attending a four-year college, were you able to transfer credits for community college courses numbered 100 or above:

____1. all or most cases
____2. some cases
____3. few cases

____ 6. other; please specify: _____

III. Do you plan to continue your schooling next semester? (check one)

____ 1. Yes; specify institution: _____
____ 2. No
____ 3. Don't know

IV. What goals were <u>important</u> to you when you entered the community college and to what degree were your <u>expectations fulfilled</u>? Please circle <u>one number in Column A</u> and IF THE GOAL WAS CONSIDERED IMPORTANT, circle <u>one number in Column B</u>.

	Column A This was		Column B IF IMPORTANT, expectations were:				
	IMPORTANT	NOT IMPORTANT	LARGELY FULFILLED		SOMEWHAT FULFILLED		NOT FULFILLED
1. To learn to know myself and to develop self confidence.	1	2	1	2	3	4	5
2. To be in a setting where students will be treated as adults.	1	2	1	2	3	4	5
3. To learn for the pleasure of learning.	1	2	1	2	3	4	5
4. To be in contact with good teachers.	1	2	1	2	3	4	5
5. To meet people and make friends.	1	2	1	2	3	4	5
6. To get a broad education.	1	2	1	2	3	4	5
7. To explore various vocational areas.	1	2	1	2	3	4	5
8. To develop new interests in areas such as literature, drama, music, art, politics.	1	2	1	2	3	4	5
9. To be able to choose from a variety of courses.	1	2	1	2	3	4	5
10. To be trained for an occupation.	1	2	1	2	3	4	5
11. To gain practical experience in my field.	1	2	1	2	3	4	5
12. To get a better job or to qualify for promotion.	1	2	1	2	3	4	5
13. To prepare myself for further education.	1	2	1	2	3	4	5
14. To get a degree or certificate.	1	2	1	2	3	4	5
15. To meet the expectations of my family and friends.	1	2	1	2	3	4	5
16. To graduate from a school with a quality program.	1	2	1	2	3	4	5

V. Circle the number which comes closest to expressing your opinion of your community college experience:

1.	Instructors	1 Well qualified & experienced	2	3 Average	4 5 Lacked preparation & experience
2.	Instructors	1 Always willing & available to help	2	3 Available & helpful	4 5 Not available Not willing to help
3.	Method of instruction	1 Stimulating & creative thinking	2	3 Adequate	4 5 Uninteresting
4.	Educational/vocational counseling	1 All the help needed	2	3 Normal assistance	4 5 Not helpful
5.	Counselors	1 Very helpful in choosing occupation or major field	2	3 Average help	4 5 Not available or not helpful
6.	Orientation information about college programs and services	1 Comprehensive	2	3 Adequate	4 5 Inadequate
7.	Course availability	1 Enough sections offered	2	3	4 5 Too many sections closed
8.	Grading system	1 Fair and good standards	2	3 Okay	4 5 Too easy in grading
9.	Facilities and equipment	1 Very good	2	3 Adequate	4 5 Poor
10.	Extra-curricular activities	1 Wide variety of well planned activities	2	3 Some activities	4 5 Inadequate
11.	Overall evaluation of experience	1 Very good	2	3 Adequate	4 5 Inadequate

VI. What are your suggestions for improving this community college?

_____

_____

_____

_____

_____

_____

APPENDIX I

Selected Studies in Other States

Dropout studies in community colleges are numerous, and they vary considerably in scope as well as in definitions of the "dropout." Most studies are based on questionnaires sent to dropouts who are asked (1) to give their reasons for dropping out and (2) to indicate their current activity. Some also ask for student goals at time of entry, and still others provide dropouts with the opportunity to evaluate their community college experiences.

Many studies appear to be "one-shot" inquiries. They do not study the dropout phenomenon over a period of time, nor are many undertaken on a periodic, planned basis.

By and large, the studies are descriptive and not analytical of student characteristics associated with dropping out. There are exceptions, of course, and these will be reviewed briefly in a subsequent report in which persistence in Hawaii's seven community colleges will be analyzed in terms of student characteristics over the three-year period of study.

This introductory statement recognizes that each dropout study makes a contribution to its campus and each is planned and undertaken under certain constraints and for specific purposes. What the statement should make clear is the diversity of studies in the literature. This brief review is limited to descriptive reports which are more comprehensive in scope than typical studies of dropout students.

1. California's Study of Persistence and Performance*

In 1972 California undertook a longitudinal three-year study of persistence and performance in its community colleges--97,000 students in 32 colleges. One of its reports dealt with non-persistence during and after the first semester. Findings are presented below:

a. Total non-persistence rate was 40 percent; 37 percent for first-time freshmen and 49 percent for transfer students.

b. Total non-persistence rate for full-time students was 31 percent; for part-time students, 51 percent.

c. Of the total who discontinued at the end of the first semester:

   43% had grade point averages of 3.0 - 4.0

   25% had grade point averages of 2.0 - 2.9

   32% had grade point averages of below 2.0

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*California, Coordinating Council for Higher Education, Through the First Door: The Other Side of Persistence, Report 3 (February 1974).

[illegible]

a. The grade point average for the total non-persisting group was 2.31, non-returning freshmen only, 2.29; for transfers, 2.37.

b. Full-time students entering community colleges directly after high school had a higher persistence rate than those out of school for a year or two.

c. Part-time students 25 years of age had a higher non-persistence rate than other groups over 21 years of age.

3. Montgomery Community College's Annual Surveys of Non-Returning Students*

Montgomery Community College in Maryland recently administered its four annual surveys, 1970 through 1973, of students enrolled in the spring but not yet enrolled in the following fall semester. Among the major findings are the following:

a. Non-returning rates were 31, 35, 34, and 33 percent for the years 1970 through 1973.

b. Current activity of non-returning students. A weighted percentage was calculated for the total four years with the following results:

53% in school (50% in 1970 and 55% in 1973; statistically significant difference)

4% in military

33% employed full time (29% in 1970 and 41% in 1973; statistically significant difference)

7% looking for employment

3% housewife

1% other

c. Non-returning students found to be employed were engaged in health-related, secretarial, and computer-related occupations. Nearly half of these students felt that their courses will be relevant to their present jobs.

d. Almost half of the students in school were attending the University of Maryland. Nearly two-thirds changed majors in the process of transfer, and 24 percent of them took some credits.

e. Reasons for attending Montgomery Community College included the school's geographic separation and the open admissions policy.

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*Robert L. Bell, et al., A Four Year Following of Non-Returning Students at Montgomery College (1973).

[illegible]